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ABSTRACT

The booklet is designed to help teachers understand the role of physical education in relation to P.L. 94-142, the Education for All Handicapped Children Act. Following an introduction is a section addressing the definition and legal provisions of an individualized education program (IEP). A second section describes the IEP as including a statement of the present levels of the child's educational performance, a statement of annual goals including short term instructional objectives, a statement of the specific educational services to be provided and the extent to which the child can participate in regular educational programs, the projected date for initiation and anticipated duration of services, and appropriate objective criteria and evaluation procedures and schedules for determining whether instructional objectives are being achieved. The booklet concludes with a list of what physical education should include, a sample IEP form, and a sample form listing short term objectives in physical education. (SB)

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Physical Education and The Individual Education Program

This booklet was produced to be used in conjunction with the information presented in Project Darts Phase I and Phase II Workshops.

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INTRODUCTION

This booklet was written to help teachers understand the role of physical education in relation to Public Law 94-142. Physical education according to the law is a basic instructional service and not a related service; therefore, it must be addressed on the IEP.

According to Public Law 94-142 physical education services, specially designed if necessary, must be provided to every handicapped child who is receiving a free, appropriate public education. Each handicapped student must be given the opportunity to participate in the regular physical education program available to non-handicapped children unless:

1. The child is enrolled full-time in a separate facility;
2. The child needs specially designed physical education as prescribed in the child's IEP.

If a specially designed physical education program is prescribed in a student's IEP, the public agency responsible for the education of that student shall provide the services directly or make arrangements for it to be provided through other public or private programs.

WHAT IS AN IEP?

The term "Individualized Education Program" means a written statement developed in a meeting attended by a representative of the local education agency, the teacher, the parents or guardian and, when appropriate, the student.

An IEP must be written for every special needs student who is receiving special education and/or related services.

The following explanation of the IEP is taken from the Federal Register, August 23, 1977.

I. Legal Provisions

A. Definition, Individualized Educational Program (IEP) - a written statement for a handicapped child developed and implemented in accordance with all provisions of the law 121a341 - 121a349.

B. The State (local, etc.) educational agency is responsible for insuring development and implementation of an IEP for each handicapped child including any children in private schools or facilities (121a341).

C. IEPs must be in effect at the beginning of each school year for each returning handicapped child, and as soon as possible following an IEP meeting for each new handicapped child (121a342).

D. IEP Meetings

1. IEP development meetings must be held within thirty calendar days of a determination that the child needs special education.
2. Meetings to periodically review and if appropriate revise the IEP must be held at least once a year.

E. Participants in IEP Meeting

1. Representative of the public agency
2. Teacher or teachers
3. Parents
4. Child when appropriate
5. Other individuals at the discretion of the parent or agency
6. Evaluation team member if a child is being evaluated for the first time

F. Parents Participation

1. The agency shall insure that the parents are afforded the opportunity to participate in IEP meetings.
2. An IEP meeting may be conducted without a parent, but a record must be kept of attempts to arrange opportunities for parent participation.
3. A copy of the IEP will be given to the parent on request.

G. Content of IEP

1. Statement of present levels of educational performance of student.
2. Statement of annual goals, including short-term instructional objectives.
3. Statement of specific educational services and instructional materials to be provided to the pupil and the extent to which the pupil will be able to participate in the regular educational program.
4. Projected date for initiation and anticipated duration of these services.
5. Appropriate objective criteria and evaluation procedures and schedules for determining, at least on an annual basis, whether the short-term instructional objectives are being achieved.

H. Private School Placement

1. All provisions for the IEP are applicable and responsibility for compliance remains with the public agency.
2. A representative of the private facility will participate in the IEP meeting, or some other method will be used to insure participation.

I. Handicapped child in a parochial or other private school

1. Public agency is responsible for insuring development, reviewing, and revising of an IEP for the child.
2. A representative of the parochial or other

private school will participate in the IEP meeting, or some other method will be used to insure participation.

J. IEP Accountability

1. No agency or individual is to be accountable if a child does not achieve the goals and objectives.
2. They are, however, accountable for the process and procedures specified in the IEP.

THE IEP INCLUDES:

I. A statement of the present levels of educational performance of the child.

II. A statement of annual goals including short term instructional objectives.

III. A statement of the specific educational services to be provided to the child, and the extent to which the child will be able to participate in regular educational programs.

IV. The projected date for initiation and anticipated duration of services.

V. Appropriate objective criteria and evaluation procedures and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

I. A STATEMENT OF THE PRESENT LEVELS OF EDUCATIONAL PERFORMANCE OF THE CHILD

Upon determining that a child has special needs, it is the Local Education Agency's (LEA) responsibility to assess the abilities of the child and within thirty calendar days write the IEP. The child is to be assessed by qualified persons representing the various disciplines that will be working with the child.

To help determine the needs of the child, family input, staff observations, previous educational, psychological and medical reports should be explored. The person most qualified to provide assessment in the motor areas emphasizing physical development, fitness, and fundamental motor skill patterns would be the physical education teacher.

At the IEP meeting, each discipline reports independently on the types of assessment used and what the child's performance indicated concerning his or her present level of functioning. In a cooperative manner the sum of these reports will generate into an appropriate placement. For example, such settings as resource, self-contained or mainstream along with the identification of additional services necessary to provide the child an

optimal educational environment will be considered.

For physical education, it could be decided that the social and emotional as well as physical capabilities of the child are such that he or she could participate effectively within the regular class program. Therefore, the inclusion of the special education child in the regular program allows the students within that setting to work progressively and positively on the goals assigned. If assessment results are found to be below the 30th or 25th percentile on any standardized test in motor development, motor deficiency, fundamental and sport skills, physical fitness and/or perceptual motor functioning, a child should be at least partially placed in a specially designed physical education setting. Too, the identification that a child is developmentally delayed by more than two years or is in an assigned severe range of a handicapping category might denote the necessity to design a more specified program that could not be found in the regular physical education setting. Alternatives in placement could include an adapted physical education class or participation in a mainstream class as well as receiving one-on-one instruction some other time during the school day. The latter placement alternative would allow the special needs student to maintain progression

at a rate that is similar to that of the children in the regular program. Also, there might be a placement within the mainstream setting with part of the class time spent working on a one-to-one basis with a peer or physical education aide under the direct supervision of the physical education teacher.

On May 23, 1980 the Office of Special Education published clarifying statements related specifically to the role of physical education in the special needs student's curriculum. Below is the direct documentation from that report entitled, Individualized Education Programs, Part B, Education of the Handicapped Act.

13. Must physical education (PE) be included in every handicapped child's IEP?

In general, the answer is yes. However, the kind and amount of information to be included in the IEP depends upon the physical-motor needs of the individual child and the type of PE program that is to be provided. The following is a description of some of the different kinds of PE program arrangements:

a. Regular PE with Non-Handicapped Students. Many learning disabled and speech impaired children participate in the regular PE program with non-handicapped students and without any special provisions. In addition, some children with other handicapping conditions and without any physical-motor problems (e.g., some educable mentally retarded (EMR) children) also participate in the regular PE program.

If a handicapped child is enrolled in the regular PE program without any special adaptations,

only minimal information about the PE program is required in the IEP. Section 121a.346 (c) requires a statement of "the extent to which the child will be able to participate in regular educational programs." Thus, for an EMR child who is in regular PE, the IEP would only have to indicate that the child is participating in the program (i.e., "regular P.E.").

Moreover, if a speech impaired child (for example) is (a) enrolled full-time in the regular education program (except for receiving speech-language pathology services), and (b) is treated equally in all respects with non-handicapped students (including participating in the regular PE program), it would not be necessary under the law to refer to PE in the child's IEP. What would be required is a statement indicating that the child is enrolled full-time in the regular education program.

b. Regular PE with Adaptations. Some individual children in various disability areas (including those with physical impairments) are able to participate in the regular PE program.

c. Specially Designed PE. Sometimes, an individual handicapped child will require specially designed PE that is different from that for non-handicapped children. It might also differ from the kind of PE provided to other children with the same handicapping condition. A child might participate in a special body conditioning or weight-training program, or, depending upon his/her specific needs and abilities, participate in some type of individual skill sport.

For these children, the PE program would be included under all parts of the IEP (e.g., present levels of educational performance, goals and objectives, and specific services to be provided). However, as indicated earlier, the PE goals and objectives, etc., would not have to be presented in any more detail than any other areas included in the IEP.

d. PE in Special Settings. Under certain circumstances, some of the handicapped students within a given disability receive their education in a special setting (e.g., a residential school or a separate wing of a regular school building). The PE program for these students is usually based on a State approved curriculum guide; and most of the students participate, as a group, in the same basic PE program.

When a handicapped child in a special setting participates in a basic PE program with the other students and no individual adaptations are made for the child, only minimal information is required in the IEP. For example, the IEP (1) would indicate that the child is participating in the basic PE program, and (2) could make specific reference to the applicable parts of the PE curriculum guide which apply to the individual child.

For children who have physical-motor problems or need specific help in the development of gross motor skills, the IEP would include a statement of (1) the child's special physical needs, and(2) the specific PE program, and any other special education services which will be provided to meet those needs. However, since the IEP is not an instructional plan, the PE program would not have to be described in any more detail than any other areas.

II. A STATEMENT OF ANNUAL GOALS INCLUDING SHORT TERM INSTRUCTIONAL OBJECTIVES

The IEP is a written statement of what each discipline plans to achieve with the child for the school year. If a child has an IEP, a review of these goals and objectives usually takes place during the last month of the school year. After reviewing the child's progress and evaluating assessment findings that have been obtained that month, the appropriate disciplines write a new IEP for the following year.

To write annual goals, qualified persons from each discipline use informal and formal assessment to evaluate the child's strengths, weaknesses and performance level. From these findings combined with what the teacher would like to accomplish, annual goals are written.

The purpose of goals is to provide direction for the curriculum, provide a basis for coordinated effort between disciplines and to provide general outline of the program intent to the public. In order to keep the IEP to a realistic size, goals are stated in terms which are open to many interpretations. Thus, different disciplines may share some of the same goals but program to meet them according to the discipline's specific subject matter.

Goals in physical education are usually written in the physical or social/emotional domain.

Physical Goals (examples):

The student will improve his....

1. Hand-eye coordination (foot-eye)
2. Overall body strength and endurance
3. Dynamic and/or static balance
4. Perceptual motor skills
5. Cardiovascular endurance
6. Flexibility
7. Gross motor skills (fine)
8. Basic locomotor skills

Social/Emotional Goals (examples):

The student will....

1. Demonstrate appropriate social behaviors
2. Participate in all class activities on own initiative
3. Demonstrate appropriate social interaction with authority figure and/or peers
4. Learn to participate in small group activites
5. Appropriately and independently work with selected equipment

To help the teacher work toward achieving the goals, a time frame is included giving the initiation date and target date for completion of each goal, which is a time span of one year. Instructional objectives are written on a quarterly basis. These objectives are guideposts so the annual goals will have few diversions. An objective states in behavioral terms what the child will do when training is completed. For every goal there should be at least three objectives.

When writing an objective, remember that an objective includes observable behavior, criteria and conditions of performance. Therefore, action must be observed (observable behavior), the level of performance (criteria) is stated and it describes the condition under which the task will be performed (condition).

Example:

observable behavior criteria
John will (kick the soccerball) (four out of five times)

condition
(20 feet into the soccer goal).

Example of Goal and Three Objectives
Physical Area

GOAL: John will improve his foot-eye coordination.

OBJECTIVES:
1. John will kick the soccerball four out of five times 20 feet into the soccer goal.
2. John will dribble the soccerball without losing control of the ball for a distance of 20 yards four out of five times.
3. John will walk forward the full length of the low balance beam without assistance four out of five times.

The same goal can be met for a lower functioning student using the following objectives:

1. John will walk up the stairs using an alternating foot pattern three out of four times.
2. John will pedal a tricycle without his feet leaving the pedals for a distance of ten feet three out of four times.
3. John will walk forward the full length of the low balance beam without assistance two out of three times.

Example of Goal and Three Objectives
Social/Emotional Area

GOAL: John will demonstrate appropriate social behaviors.

OBJECTIVES:
1. John will wait his turn to bat in a softball game by sitting on the bench and not pushing the students sitting beside him for a full class period.
2. John will not refuse to participate in an activity such as kickball if tagged out for a full class period.
3. John will follow directions given by the teacher for a full class period.

This goal and corresponding objectives could be used for any level of functioning or within any age group. An additional objective for younger students might involve a specific play participation level. The objective would be to move the child from independent play to partner play.

4. John will cooperatively play Partner Tag for two class meetings.

III. A STATEMENT OF THE SPECIFIC EDUCATIONAL SERVICES TO BE PROVIDED TO THE CHILD AND THE EXTENT TO WHICH THE CHILD WILL BE ABLE TO PARTICIPATE IN REGULAR EDUCATIONAL PROGRAMS

A statement is to be written on the IEP detailing what services are to be offered by the LEA. It should be noted that basic instructional services include both special and physical education.

Further, the actual placement of a child in, for example, a self-contained classroom or with a resource teacher as well as the support services are specified in the IEP. When a decision is made concerning the least restrictive educational environment for the child, it will be noted to what extent, if any, the child can participate in the regular education program

IV. THE PROJECTED DATE FOR INITIATION AND ANTICIPATED DURATION OF SERVICES

An IEP is written for one school year. As soon as a child is determined to be a special needs student, the LEA writes the IEP. When writing the IEP, the initiation date is stated and the goals are written for the school year. During the last month of the school year, a meeting is held to review the IEP which is attended by a qualified representative of each of the disciplines servicing the special needs child along with the parents or guardian and the child when appropriate. Before the goal review meeting, each discipline assesses and evaluates the child's progress and present level of functioning.

After these reports are presented and discussed at the child's IEP meeting, it will then be decided if the special needs child requires the same educational placement and what, if any, support services are required. The product of this meeting is the writing of the IEP for the upcoming school year.

V. APPROPRIATE OBJECTIVE CRITERIA AND EVALUATION PROCEDURES AND SCHEDULES FOR DETERMINING, ON AT LEAST AN ANNUAL BASIS, WHETHER INSTRUCTIONAL OBJECTIVES ARE BEING ACHIEVED

In order for a teacher to evaluate the child's progress, instructional objectives are written stating the criteria used to determine when the objective has been completed. These objectives are the progressive steps which need to be taken in order to reach the annual goals stated in the IEP.

As the school year progresses if a teacher sees that an instructional objective is not appropriate and the child does not have the skills to achieve it, it is permissible to change some of the objectives so the goal can be better met. Most LEAs have a section on the IEP where each discipline is to state what assessment tools will be used to determine the progress of the child.

Once every three years each special needs child has to be formally assessed by qualified persons using a valid testing instrument to re-examine and ascertain the educational performance level.

WHAT PHYSICAL EDUCATION SHOULD INCLUDE

--Development of physical and motor fitness

--Development of fundamental motor skills and patterns

--Including aquatics, dance, group and individual games and sports

--It should include special physical education, adaptive physical education, movement education and motor development

This sample IEP form has been approved by the Exceptional Children's Division of the Georgia State Department of Education. LEAs are urged to use this form; however, the form can be modified according to the LEA's needs.

In many cases it is the responsibility of the physical educator to request a copy of the IEPs of any special education students in their charge. A cursory review of the IEP may indicate pertinent information that is valuable in establishing the student's program. Some student's IEPs may demonstrate only minimal information valuable to the physical educator and therefore need not become part of the teacher's file.

SAMPLE FORM

Individualized Education Program (I.E.P.)
Total Service Plan

Date

Type of Staffing:
Initial_____
Review_____

Student:_____ Birth Date:_____ School:_____
Parents or Guardians:_____ Phone:_____

Committee Members Present:

1. _____ _____ 4. _____ _____
2. _____ _____ 5. _____ _____
3. _____ _____ 6. _____ _____

I. PRESENT LEVEL OF PERFORMANCE: (Include, where appropriate, intellectual and achievement, teacher observation, physical/medical, behavior, communication, adaptive behavior, vocational/career, and perceptual-motor)

On the Bruininks-Oseretsky Test of Motor Proficiency (BOTMP), Brian has a standard score of 47 which put him in the 32 percentile rank according to his chronological age of 8 years 9 months. The weaknesses Brian demonstrated were in the areas of upper-limb coordination (catching and throwing a ball) and balance. Observation during the testing situation and during class participation showed that Brian attends well to the task. The weakness already identified on the BOTMP was supported by lack of coordination in striking and catching skills performance in class.

II. ANNUAL GOAL(S): See attached page(s) for short term objectives.

A. Brian will improve his eye-hand coordination.

B. Brian will improve his static and dynamic balance.

III. RECOMMENDED SPECIAL EDUCATION AND/OR RELATED SERVICES: (Include, where appropriate, transportation, regular and adaptive physical education)

Service/Program	Implementation Date (Projected)	Hours/Week	Anticipated Duration
Adapted Phys. Educ.	11/27/81		36 weeks 6/11/82

Brian's motor performance level is two standard deviations below the mean thus supporting the need for a specially designed physical education program.

IV. SPECIAL CONSIDERATIONS WHILE IN REGULAR CLASS:

SAMPLE FORM

INDIVIDUALIZED EDUCATION PROGRAM (I.E.P.)
TOTAL SERVICE PLAN

SHORT TERM OBJECTIVES

STUDENT BRIAN PERSON TO PROVIDE SERVICES

ANNUAL GOAL NUMBER	SHORT TERM INSTRUCTIONAL OBJECTIVES	CRITERIA FOR MASTERY	DATE REVIEWED	METHOD OF EVALUATION	MASTERY YES	MASTERY NO
A.	1. BRIAN WILL THROW A SOFTBALL OVERHAND FROM A DISTANCE OF TEN FEET AND HIT A 3'x3' TARGET 8 OUT OF 10 TIMES FOR 2 CONSECUTIVE DAYS.	8 OUT OF 10 TIMES, 2 CONSECUTIVE DAYS, 3'x3' TARGET, OVERHAND THROW, 10 FEET		OBSERVATION		
	2. BRIAN WILL CATCH A 8 1/2" PLAYGROUND BALL WITH BOTH HANDS WHEN TOSSED UNDERHAND BY A PEER STANDING 10 FEET AWAY, 8 OUT OF 10 TIMES FOR 2 CONSECUTIVE DAYS.	8 OUT OF 10 TIMES, 2 CONSECUTIVE DAYS, 8 1/2" PLAYGROUND BALL, BOTH HANDS, 10 FEET		OBSERVATION		
	3. BRIAN WILL HIT A PLASTIC SOFTBALL FROM A BATTING TEE USING A PLASTIC BAT 8 OUT OF 10 TIMES FOR 2 CONSECUTIVE DAYS.	8 OUT OF 10 TIMES, 2 CONSECUTIVE DAYS, PLASTIC SOFTBALL FROM BATTING TEE		OBSERVATION		
B.	1. BRIAN WILL WALK FORWARD THE FULL LENGTH OF THE BALANCE BEAM WITHOUT ASSISTANCE 4 OUT OF 5 TIMES FOR 2 CONSECUTIVE DAYS.	4 OUT OF 5 TIMES, 2 CONSECUTIVE DAYS, NO ASSISTANCE, FORWARD FULL LENGTH		OBSERVATION		
	2. BRIAN WILL KICK THE SOCCERBALL 4 OUT OF 5 TIMES 20 FEET INTO THE SOCCER GOAL FOR 2 CONSECUTIVE DAYS.	4 OUT OF 5 TIMES, 20 FEET INTO NET, 2 CONSECUTIVE DAYS, SOCCERBALL		OBSERVATION		
	3. BRIAN WILL HOP ON PREFERRED FOOT FOR A DISTANCE OF 15 FEET 3 OUT OF 3 TIMES FOR 2 CONSECUTIVE DAYS.	15 FEET ON PREFERRED FOOT, 3 OUT OF 3 TIMES, 2 CONSECUTIVE DAYS		OBSERVATION		

DOCUMENTATION OF ATTEMPTS TO INVOLVE PARENT/GUARDIAN

DATE	COMMENT
_____	_____
_____	_____
_____	_____
_____	_____

THIS IS TO CERTIFY THAT I WAS INVITED TO PARTICIPATE IN THE WRITING OF THE I.E.P. AND THAT I UNDERSTAND ITS CONTENTS. AS THE PARENT/LEGAL GUARDIAN OF THE ABOVE NAMED CHILD, I HAVE HAD EXPLAINED TO ME THE DUE PROCESS RIGHTS AND PROCEDURES AND HAVE BEEN PROVIDED A COPY OF THESE RIGHTS. I UNDERSTAND THAT A COPY OF THE I.E.P. WILL BE GIVEN TO ME UPON MY REQUEST.

_____ _____
PARENT/LEGAL GUARDIAN DATE